



# Early Literacy Matters

## State-by-State Policy Implementation Report

Explore Wyoming's adoption and implementation of the 18 Early Literacy Fundamental Principles.






WY

PRINCIPLE ADOPTION  
IMPLEMENTATION



# Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3<sup>rd</sup> grade. The policy also requires 3<sup>rd</sup> grade students to demonstrate sufficient reading skills for promotion to 4<sup>th</sup> grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

 <p><b>FULL IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> <b>ABOVE &amp; BEYOND BADGE:</b> This badge recognizes efforts that exceed full implementation.</p>
 <p><b>PARTIAL IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p><b>FUTURE IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p><b>PRINCIPLE NOT ADOPTED</b></p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p>

# Early Literacy Policy Implementation Rubric

## PURPOSE

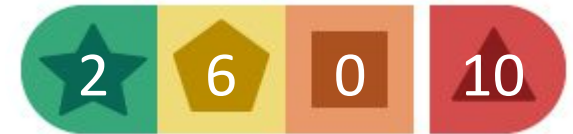
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of Wyoming's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

## ADOPTION IMPLEMENTATION

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### STATE POLICY ADOPTION REFERENCE MATERIALS

- [Wyoming Education Code – Title 21](#)
- [Wyoming Department of Education](#)

# Science of Reading (SOR) Training



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state offers science of reading training or requires districts to adopt a policy to identify science of reading training, providers of the training, and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

## EVIDENCE/GUIDANCE

### Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming [policy](#) DOES require district employees providing instruction in Kindergarten–3<sup>rd</sup> grade to receive professional development in evidence-based literacy instruction and intervention and in identifying the signs of reading difficulties. ([WDE, K–3 Reading Professional Development](#))
- Wyoming DOES offer literacy professional development through the WDE Professional Development platform. ([WDE, Professional Development](#))
- In partnership with Cox Campus, the Wyoming Department of Education WILL be [offering](#) structured literacy professional development in the science of reading for educators throughout the state.
- The approved [Wyoming Project Plan](#) for the Comprehensive Literacy State Development (CLSD) Grant program explains that CLSD funds WILL be used to provide professional development to administrators, principals, early childhood educators, elementary (K–5) educators, and secondary (6–12) educators.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to *require all K–3 teachers and administrators* to participate in state-adopted science of reading training.
- In adopting this policy, Wyoming should ensure there is an implementation plan for rollout that is clearly communicated to all educators.

# Literacy Coaches



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT provide for literacy coaches in policy.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should ensure that a literacy coach that is trained in the science of reading is *assigned to each elementary school* to provide job-embedded professional development and coaching to K–3 teachers.

# Educator Preparation Program (EPP) Alignment



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have standards for educator preparation programs that address all core components of scientifically based reading. ([NCTQ, Wyoming Summary 2023](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require that EPP required coursework for elementary, early childhood, and special education candidates is aligned to the science of reading and prohibits the use of course materials that include three-cueing.
- Wyoming should further ensure coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

# Educator Preparation Program (EPP) Assessment



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

##### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES require a licensure test that addresses reading: Praxis Elementary Education: Multiple Subjects, Reading and Language Arts subtest; however, this licensure test DOES NOT adequately address all five core components of reading. ([NCTQ, Wyoming Summary 2023](#); [NCTQ, False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#))
- The Wyoming Department of Education, in partnership with Cox Campus, [launched](#) the Structured Literacy Course and certification pathway, which is recognized by the Wyoming Professional Teaching Standards Board (PTSB).
- The Wyoming Department of Education DID receive a [grant](#) from the Ellbogen Foundation, totaling \$16,500, to allow 100 Wyoming educators to earn certification through the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI).

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should require elementary education candidates to pass an assessment that *is aligned to the science of reading* to obtain teacher licensure.

# Funding for Literacy Efforts



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT provide direct funding to support state and/or local implementation of early literacy fundamental principles.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.



# Universal Reading Screener



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

A state-approved universal reading screener is administered to K–3 students three times per year to identify students at risk for reading failure.

## EVIDENCE/GUIDANCE

### Evidence of the state’s policy implementation and/or guidance in this area includes:

- Wyoming [policy](#) DOES require schools to administer universal reading screeners to K–3 students three times per year. ([WDE, Screening Process Guidance: K–3 Foundational Reading Skills](#))
- Wyoming HAS created an [approved list](#) of universal reading screeners.
- Wyoming [policy](#) DOES provide that if districts would like to use a screening instrument not on the pre-approved list, they must complete an approval request and have the screening instrument evaluated and approved.
- Wyoming [policy](#) DOES require the Department to monitor progress, as the rules require each district to report annually the progress of each of its schools toward achieving the goal of 85% of all students reading at grade level upon completion of 3<sup>rd</sup> grade.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.



# Screeners for Characteristics of Dyslexia



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming HAS NOT approved a screener for characteristics of dyslexia.
- Wyoming HAS created an [approved list](#) of universal reading screeners to be used to identify students with reading deficiencies, as well as dyslexia, which must screen for phonemic awareness (phonological), alphabetic principle (decoding and phonics), oral reading fluency, and reading comprehension. ([WDE, K–3 Foundational Reading Skills Screener Requirements by Grade Level](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to require schools to administer a state-approved screener for characteristics of dyslexia that assess the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency
- Wyoming should require the dyslexia screener to be administered, at a minimum, to all students at the end of Kindergarten and at the beginning of 1<sup>st</sup> and 2<sup>nd</sup> grade.

# Parental Notification



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming [policy](#) DOES require districts to provide parents with a copy of the results from the universal reading screener, along with an explanation, as soon as practicable after the screening is complete.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to require schools to notify parents of students identified with reading difficulties *within 30 days* of administration of the state-approved universal reading screener and dyslexia screener.

# District Adoption of High-Quality Instructional Materials



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

#### EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Wyoming [policy](#) DOES require the evidence-based core curriculum program to be aligned to state-identified content standards.
- Wyoming DOES require districts to report what Tier 1 core curriculum is being used through the Data Collection Suite. ([WDE, K–3 Literacy Guidance Framework](#); [WDE, K–3 Reading Assessment & Intervention](#))
- The approved [Wyoming Project Plan](#) for the Comprehensive Literacy State Development (CLSD) Grant program explains that the state has established an objective focused on prioritizing the “adoption and implementation of high-quality instructional materials (HQIM) and high-quality instructional practices.”

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list.
- Wyoming should further require districts to post their adopted materials on the district website.



# Elimination of Three-Cueing Instructional Materials



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

##### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT, through policy, guidance, training, or other avenues, prohibit or discourage the use of instructional materials that include three-cueing.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing.

# Individual Reading Plans



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

#### EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Wyoming [policy](#) DOES require students who show signs of reading difficulty to be placed on an individual reading plan.
- Wyoming [policy](#) DOES require the individual reading plan to include evidence-based interventions that will address individual student needs.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should require schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency *within 30 days of receiving screening results.*

# Regularly Monitor Student Progress



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS) and utilize the data to inform instruction and interventions as needed and in a timely manner. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

### EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Wyoming [policy](#) DOES require schools to regularly monitor and document students' progress within a MTSS. ([WDE, Statewide System of Support](#))
- Wyoming [policy](#) DOES require schools to utilize the data to inform instruction and interventions as needed, through a Data Based Decision Making model.
- Wyoming [policy](#) DOES require districts to collect and analyze data throughout the assessment and intervention process including implementing a progress monitoring protocol with fidelity.

### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Evidence-Based Interventions



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires school districts to target students' needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

#### EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Wyoming [policy](#) DOES require evidence-based interventions to be used and meet certain requirements, including being aligned to state-identified content standards. ([WDE, K-3 Reading Assessment and Intervention](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should expand policy to require school districts to target students' needs by adopting interventions grounded in the science of reading *from a vetted and approved list*.

# Summer Reading Camps



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

##### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have a policy requiring districts to offer summer reading camps to rising 1<sup>st</sup>–4<sup>th</sup> grade students at risk of reading failure.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require districts to offer summer reading camps to rising 1<sup>st</sup>–4<sup>th</sup> grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- Wyoming should further require all staff at summer reading camps to be trained in the science of reading.

# Parent Read-At-Home Plan



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

##### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Further, Wyoming should require strategies that are shared with parents to target students' needs based on data and are aligned with the science of reading.

## Initial Determinant Retention at 3<sup>rd</sup> Grade Based on State Assessment



### IMPLEMENTATION LEVEL

#### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

### EVIDENCE/GUIDANCE

#### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be retained.

### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4<sup>th</sup> grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.

# Multiple Options for Promotion



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4<sup>th</sup> grade.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4<sup>th</sup> grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3<sup>rd</sup> grade reading skills through a portfolio of student work.

# Good Cause Exemptions for Some Students



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Wyoming DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4<sup>th</sup> grade.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Wyoming should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4<sup>th</sup> grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.
- Wyoming should further require intensive interventions to continue in 4<sup>th</sup> grade for students promoted for good cause.

